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PRIMARY SCHOOLS.

[We were meditating an article on the subject of Primary schools when the following met our eye. We find it in the New Hampshire Journal of Education and heartily commend it to the notice of our readers. We regard it as one of the most hopeful signs of the times that these schools are beginning to receive merited attention, and we trust that the time is not distant when the services of those devoted ladies who labor in our Primary schools will be more fully appreciated and justly rewarded than they have been. We cannot too highly prize the efforts of the well qualified and efficient teacher of the little ones. Ed.]

From the port of Rochefort, in the west of France, on the 17th of June, 1816, there sailed an expedition, bound for the colony of Senegal, on the western coast of Africa. This colony had been captured from the French, by British power, in 1809, and ceded back again by the conditions of peace which were agreed upon in 1815. The squadron fitted out for this expedition consisted of four vessels; the principal of them was the Medusa, a frigate of forty-four guns. On board this vessel were the governor, his chief associates in office, a considerable number of soldiers, besides a large number of women and children. The whole number of individuals in the frigate was four hundred. The command of this vessel was entrusted to Capt. Lachanmareys. He was remarkable for his ignorance of sea-

manship, cruelty of disposition, and a firmness, which, coalescing with his other qualities of mind and heart, was nothing less than willful obstinacy. Wise in his own conceit and indisposed to heed the advice and warnings of others, as ignorant men are prone to be, he persisted in a careless management of the frigate. Paying no attention to the admonitory signals, which were given by another vessel of the squadron, and intended to warn him that the course which he was pursuing would bring him upon dangerous shoals, he soon lost sight of the other vessels of the expedition, and, in a few days, the dingy, sandy coloring of the water gave unmistakable evidence that real danger was close at hand. The stupid captain, being at length aroused from his stolid and reckless indifference, gave orders to change the ship's course. But the time when human effort and skill could avail had passed. A saddening shock assures all on board that their worst fears are realized; deep in the sands of the shoals the vessel is immovably fixed. Then followed a catalogue of woes, that makes the heart shudder to read—watery graves, starvation, maddening thirst, mutinies, and the development of fiendish passions to which human beings fall victims by scores.

I have thus briefly sketched this historical incident because it seems to me to illustrate, truthfully, the almost reckless indifference, with which, in educational matters, the most sacred trusts are committed to incompetent and inexperienced hands. With a skillful captain, one, who by tact and education had become master of his profession, the *Medusa* would, doubtless, have sailed safely into her destined port. The dreadful wreck was the result of no defect in the ship, and of no violent storms. How many men are wrecked upon the shoals and quicksands of life, because of the wrong direction given them in the earliest years of life's voyage!

The foundation of the character of the future man is laid while the boy is attending the Primary school. Every one knows that susceptibility to the influences which effect the conduct decreases with the increase of years, but all do not so fully believe that the influences which operate upon the child of a few years are wont to give decided and permanent direction to character. I doubt whether parents often think it possible, that the intellectual habits which their child may form before he is eight years of age, may practically determine whether that child shall be a dolt or an enthusiast in science. Yet all this is often true: I do not say always. This, however, cannot be controverted; all the teachings of the Primary school will inhere in the future character, intellectual, moral and religious;

they can no more be eradicated than the crooked and ungainly oak can be straightened so that its fibres and layers shall tell no tale of the early bending of the pliant twig. Is it, then, a trivial question, who shall have the training of twenty, thirty, fifty, or a hundred pliant men and women twigs? Is it just, is it rational, that any one should thoughtlessly, without fitness and without experience, assume a trust so ladened with momentous consequences? No one ought to commence a Primary school without an adequate appreciation of the great responsibilities that are to be assumed, and of the controlling, and far-reaching influences, for good or for evil, which she will inevitably exert.

If it be absolutely necessary that one should have clearly before him a high and correct standard, in order that he may secure any kind of excellence in his own personal attainments, it is equally indispensable that teachers should keep continually before themselves a high, correct and symmetrical standard of the combined excellences, such a combination of excellences as will constitute a noble and influential character; to this standard they should aim to bring all their pupils.

The next indispensable requisition in the teacher, is, ability to govern properly. I think it doubtful whether the qualities which constitute such ability can be very satisfactorily presented by any method of sharp analysis and synthesis. It seems to be a spontaneous force of manly development and symmetry. A very eccentric person is rarely, if ever, a good disciplinarian. We may safely assert, then, that the teacher must have genuine integrity, or, as it is sometimes termed weight of character, and a sound practical mind. The whole list of virtues is very needful, but without some of them, which may be readily named, the teacher can do nothing. There must be patience to endure perplexities; patience to repeat and unfold truths that appear very simple, until sleepy minds are awake enough to catch a glimpse of them; patience to work and wait months for results that you wish to accomplish in a day. To patience we must add firmness, that healthful, wholesome kind which is not liable to be mistaken for obstinacy; a steady, persistent adhesion to a carefully considered purpose, which is based upon a settled conviction that the end sought is the Good and the True. To firmness we must add cheerfulness. This is spontaneous when, within self, evil has been overcome and moral harmony restored. It is certain that moroseness or ill-humor, in any degree, is contagious, and if its opposite is not equally so, experiment has already proved that it is not entirely incapable of diffusion. Cheerfulness lubricates both the physical and mental sys-

tems, causing both to run much more swiftly, smoothly, add with exemption from harsh grating and wear. To cheerfulness and kindness. This virtue is more active and positive than the preceding. Let the teacher but make an unmistakable impression on a school that their happiness, as well as their highest excellence, is heartily desired, and that teacher wields over those scholars a wand more magical than birch or hickory.

A good teacher will possess a ready faculty of imparting knowledge in such a way as to create and stimulate a healthful mental appetite. To be lavish in the presentment of valuable truth, when there is no inclination to receive and devour it, argues a lack of sense, to say nothing of economy. Such ability implies some knowledge of mind, some understanding of the order in which the mental faculties are naturally and properly unfolded, some acquaintance with the relative capability of these faculties in the different stages of their development. If all teachers entered the school-room thus prepared, great evils, that are now very prevalent, would be rapidly corrected. In the young child both body and mind are exceedingly active, but both alike are incapable of constrained and protracted exercise; variety and activity are indispensable to the healthful condition of both. The teacher who attempts to keep the young child in a single rigid posture, for any considerable length of time, sins against the laws of nature; it is an equal violation of the same sacred laws to attempt to chain the young mind to continuous intellectual effort. It has been said that this is an age of compromises. Perhaps this prevalent spirit of the times has exerted an influence in the schools. Many teachers seem to have let themselves half-way down to childhood and are expecting that childhood will meet them there. They are willing to be simple in their behavior, and to use simple text-books, but they require their youngest scholars, unaided, to abstract their lessons from the printed page, while the recitation is merely a dry verbal repetition of the contents of the book, unqualified by any comment or illustrations. To expect that youthful minds will develop healthfully and thriftily under such treatment argues a lack of reason and common sense. You might as well expect that the delicate plant that demands your daily nursing, would still thrive and produce its beautiful blossoms, when transplanted from the green-house to the arid sands of the African desert. Children love to learn, and are quick to perceive and grasp new truth, if it be rightly presented. The power of abstraction is not developed, but the senses are all awake, and their exercise affords peculiar pleasure. Before the child, we should hold up truth in its objec-

tive forms, not enveloped in mist, but clear and bright, fresh from an appreciative mind. Curious and wonderful facts culled from the book of nature, facts about stones, trees, plants, flowers, insects, birds, fishes, animals of every species, are proper and useful themes for familiar discourse. Let the teacher be intelligently communicative upon such topics, adopt such methods of review and examination as will fasten in the mind the information given; then may she expect that her pupils will be bright scholars, and parents will be relieved from the task of driving their children to school. M. C. S.

MY FIRST DAY IN SCHOOL.

I REMEMBER it as though it were yesterday. It was more than thirty years ago. The "merry month of May" was unfolding its flowers, and had already rendered the woodland vocal with the early song of birds. The sky was clear, and the air was balmy. From my father's door the old wagon road wound its way along the hill-sides, inclosed on either side by the crooked rail fence, newly repaired, with here and there an intervening piece of stone wall, until the distance of a mile and a half brought us to the old-fashioned country school-house. My anticipations were high; at least, my curiosity was thoroughly awake. I did not recollect having traversed the way before; and on coming within sight of the residences of two intervening neighbors, I felt quite sure that each, in turn, was the school-house. I was accompanied by an older sister, who, from past familiarity with the route, was able easily to rectify my mistakes; and at length we reached the school-house, standing unguarded by wall or fence, upon a triangular space left by the intersection of two public highways and a 'cut across,' at some little distance from the apex, for the accommodation of such as might prefer a gradual turn to a sharp angle. When we arrived, the children were assembling from various directions with their books, and their baskets of dainties, to be duly deposited in the large cupboard beside the fire-place, against the hungry noon-time. The cupboard had been thoughtfully located there for security against the attacks of frost in winter; or, perhaps I should rather say, to undo its work, for it was no uncommon occurrence for the minced pies, sausages, and apples, on their way to school, during the frosty mornings of winter, to emulate the

condition of the walrus beef of the parties of Dr. Kane, on their exploring expeditions in the frozen north.

I will not consume time in telling how strange it seemed to me, at first, to be debarred from a free expression of my sentiments, as inclination might dictate, or to be denied the free use of my limbs to carry me to the door when the rattling wheels gave notice of some passer-by; or how grateful was the hour of intermission, or how soon I knew the names of all the scholars—how much I enjoyed their sports, and how we sometimes quarreled; I have invited attention for a different purpose.

In that old building—small, and low, and shabby, guiltless of paint within and without, and of all other ornament save that which the “great boys” had carved on mural desk of pine and seat of oak, a rough, four-legged slab, which did not always succeed in maintaining its own centre of gravity, and the summer display of mingled boughs of pine, and oak, and chestnut, and wild sun-flowers, and red and yellow lilies interspersed, in the broad old fire-place—my school-days had their beginning. During the first three months of my school-life, presided a teacher whom I can not and desire not to forget. How much she knew, we could not precisely tell; perhaps we did not think. No doubt we all thought her very wise. One thing, however, we *knew*, for we *felt it, she was kind*, and we loved her. Beside her knee we stood to read our first monosyllables, and coveted no more enviable position. We learned rapidly, I am sure, for I could soon spell in “Baker Table,” and read “The wicked flee when no man pursueth, but the righteous are bold as a lion;” and “The eye that mocketh at his father, and despiseth to obey his mother, the ravens of the valley shall pick it out, and the young eagles shall eat it.”

I think her “task” must have been “delightful.” Certainly she rendered that of her pupils so, and when she took leave of us, at the close of the term, we all wept tears of real sorrow at the thought of separation, for we all felt that we were about to lose a true friend. How much of our subsequent success we owe to this kind teacher it is impossible to say; doubtless much. For myself I may safely affirm it. Under her tuition I first learned to love my school, and this love never left me. School was ever afterward a pleasant place. I continued to love it in spite of the rod and ferule and other like appliances of the times. Under her guidance I won my first success and gained the reputation of a good scholar, which, notwithstanding the egotism, I shall venture to assert that I never lost. Through years of earnest study, amid difficulties and pecuniary embarrassment, it

did not forsake me. After three-fourths of a score of years of teaching, my love of study and of school still remains fresh ; and, if there is truth as well as poetry in the familiar lines,

" 'Tis education forms the common mind ;
Just as the twig is bent the tree's inclined,"

I might not transcend the limits of truth, were I to assert that I owe more of my success to this unassuming teacher than to all the rest whose instructions I have enjoyed. It is said of one of our most talented and successful public men, that he attributes his success, in no small degree, to the impulses that he received from the village schoolmistress, who always insisted upon having every task performed *promptly and well.*

In conclusion, I would just hint a gentle reproof to those teachers who, while enjoying the most ample opportunities for giving a right direction to the intellectual and moral character of their pupils, are longing, painfully, to be teaching older pupils and higher branches. Let them remember there is no grade of scholars so low as not to furnish exercise for qualities of the highest order. Hon. Horace Mann gave a most fitting reply when asked his opinion respecting the right kind of a teacher to instruct young children, in saying, in substance, that the best teacher for the infant mind is the Infinite mind ; thus indicating that the qualifications of a teacher, even for the young, can not possibly be too high. I add one word of exhortation to those who would have their own "task delightful," in the present, and have it prove a source of delight, both to themselves and their pupils, in the future,—be ever kind, faithful and true in the discharge of your duties, in all circumstances whatever.—*Rhode Island Schoolmaster.*

STORIES FOR YOUTH.

"BLESSED ARE THE PEACE-MAKERS."

On a lovely autumnal evening, two young ladies might be seen walking arm in arm along one of the shady lanes that so often surround our large cities. They were both young, scarcely seventeen ; but, still, something seemed to cloud the fair brow of the younger

whom we shall call Mary. They seemed in earnest conversation, and an attentive hearer might have distinguished the following conversation.

"O, Margaret, how you talk! How can I forgive her! she hates me!"

"But," rejoined her companion, "did she say she hated you?"

"Why, no, not exactly *say* it; but she behaves as though she did."

"How?"

"Why, yesterday, she asked me to help her in that long sum we all had to work; she knew I had done it. I told her, I thought we had enough to do without helping others. And at night, when she knew I could not find my geography, she contrived to put hers in my satchel—the disagreeable thing! I should not have used it, only I was afraid of losing my place in the class; and *that* I should not like to have done."

"Why, my dear Mary, was not that most noble revenge? How could Harriet have shown her forgiveness for your rudeness to her in the morning in a more Christian-like spirit?"

"Oh, it is easy for you to talk so! you, who never speak a cross word, and never receive anything but kindness and attention from all our school-companions!"

The companions walked on for some time in silence, each left to her own reflections, when Mary suddenly exclaimed, "Love her! No, I never could. She only does it to make our teacher think more of her than of us; and I fear she has already succeeded in her attempts to do so."

"Oh, Mary!" replied her gentle partner, "if you only knew Harriet, as I know her, you would not only love her, but esteem her."

"But I do not want either to love or esteem her; and I do not care whether I ever see her again or not."

"Mary! dear Mary! do not talk so. I know, at this very moment, she is thinking about you. And it was only yesterday she was lamenting to me that she could not gain your affections."

"Well, I am sure it is not my fault, and I should be friendly if she only was willing."

Thus did the two friends talk until the cold evening air caused them to retire to their separate homes; but they did not do so without Mary's resolving to see Harriet on the following morning, and obtaining her forgiveness.

The following morning came,—one of those bright, glorious mornings, in which all nature seems to smile; the birds vied with each

other in the sweetness of their songs ; the flowers, and even the blades of grass, lifted up their leaves, laden with the early dew, to drink in the warm rays of the sun ; but not less happy than all these was our friend Mary. Her resolution of the previous evening had not failed her ; but after imploring Divine assistance, without which she knew her resolutions would be in vain, she set out for school with a much lighter heart and happier feelings than she had experienced for some time. When she arrived at school, she went to Harriet, acknowledged her faults, and begged her forgiveness. It is needless to say, she readily obtained it ; and thus were two made friends, who had long been as strangers to each other. Suffice it to say, they are now looked up to by all their school-companions as patterns of friendship and amiability ; long may they continue so. A word spoken in season, how good is it ! Had it not been for Margaret's kind interference, these two might yet have been strangers to each other. "Blessed are the peace-makers !" — *Olive Leaflets.*

KINDNESS.

ONE bright summer morning, when the birds were sweetly warbling, and all nature looked smiling, numerous little voices, and the patter of many little feet, were heard coming down a green and shady lane, which led to a wood close by. It was a holiday, and so some of the older boys had proposed going "a nutting," to which the younger gladly assented. They were a merry group to look upon, joy beaming on every countenance. One little boy especially attracted my attention, with his blue eyes and rosy cheeks. They had not proceeded far, however, before down fell this little one. He cried for help from his companions, but they were either so much bent on their own pleasure, or so heedless, that they took no notice. But one little boy, kinder than the others, seeing his little playmate had fallen, ran to him, and putting his arms round him, gently lifted him up, saying, as he did so, "O Johnnie ! I hope you are not much hurt !"

"No, not much," said the child ; "but was it not unkind of those great boys not to help me up ?"

"Yes ; but forget it now," said the kind companion, "and I will take care you do not fall again. See, I will give you some of my nuts, as you have not got any."

So saying, he emptied them into his lap ; and then the two children, hand locked in hand, ran on merrily together, and soon joined their school-fellows.

"Now, let us have a game," said some of the older boys, to which all readily responded; and soon they were in high glee, laughing and shouting, and jumping for joy. But one little boy, too feeble to join in their noisy sports, was seated alone upon a green hillock, looking on with pleasure, his eyes sparkling with delight, whilst ever and anon, he joined in the merry peals of laughter which burst from his companions. His solitary lot was, however, quickly perceived; for another kind child soon left his pleasant play, and darting across to the little sufferer, kindly took his hand, saying how sorry he was he could not join in the sports of the rest. But the feeble child said he was very happy in watching the other boys' pleasure, and begged his kind friend to return to them.

"Oh no! that I can not do; I would much rather sit by you, and then you will not feel so lonely."

"How kind of you!" said the poor child; and twining his arms round his little friend, the two looked on, their faces beaming with delight, and quite as happy as those whom they were watching.

Now, dear children, can not you learn something from this little anecdote! Always be kind to one another, ever ready to lend a helping hand; thus will you not only give happiness to others, but it will greatly add to your own.—*Burritt's Leaflets.*

BE KIND.

Be kind to thy father! for when thou wert young
Who loved thee so fondly as he?
He caught the first accents that fell from thy tongue,
And joined in thine innocent glee.

Be kind to thy father! for now he is old;
His locks intermingled with gray;
His footsteps are feeble—once fearless and bold;—
Thy father is passing away.

Be kind to thy mother! for, lo! on her brow
May traces of sorrow be seen;
Oh! well may'st thou cherish and comfort her now,
For loving and kind hath she been.

Thy kindness shall bring to thee many sweet hours
And blessings, thy pathway to crown;
Affection shall weave thee a garland of flowers
More precious than wealth or renown.

THE SCHOOL-HOUSE.

[From remarks of Mr HADDOCK at the Dedication of the new School-House at West Lebanon, N. H., Nov. 20th.]

THE school-house I look upon as one of the institutions of education. It is itself a teacher; its silent lessons are constantly instilled into the mind and heart of every pupil. We are little aware how much we all owe to this kind of instruction. David understood it: "The heavens declare the glory of God; and the firmament sheweth his handiwork. Day unto day uttereth speech and night unto night sheweth knowledge. They have no speech nor language; yet their music hath gone out into all the earth, and their eloquence to the end of the world."

We are educated by all we see, and by all we hear. The lessons of nature and of art are inculcated every where. We never look, with delight and wonder, up that quiet valley of the White River, while the sun repeats his daily miracle of beauty upon those green fields and wooded heights and the sky above them; we never stand on yonder bridge, and follow with a charmed eye the Connecticut, encircling the meadows below us, with its calm, clear, thoughtful waters, and losing itself in the circling hills that rise terrace over terrace to the foot of Ascutney, which terminates and crowns our southern prospect; we never gaze at a statue, or a picture, or contemplate a garden beautifully cultivated, or a well proportioned and finished edifice, or a well built and well furnished house, and remain ourselves precisely what we were before. The spirit of the place, the language of the work of art, has taught us something, has given a new touch to our character, has graven another line on the moral image which time and the teachings of life are working out of the native material of our own souls.

The school-house is a teacher. Our old one taught; it stood in the dust of the road-side; battered without, and shattered within; written over and cut up; cold in winter, and hot in summer; never sweet and never clean. A boy could not be well behaved in it. He felt an irresistible impulse to kick it, and rack it, and cut it, and spit in it, and write vulgar things on it, and make a noise in it. The genius of the place seemed to possess him; the spirit of disorder and rudeness and vulgarity.

How different will be the effect of the new house; standing back from the road, with an ample lawn in front, neatly enclosed; its exterior handsome, bright and new; furnished with blinds for the windows

and shaded with trees ; and its interior convenient, well painted and elegantly furnished.

Why, as the boy crosses the yard, upon a dry gravel walk, and comes to the door, the very steps and scraper seem to say to him,—not, indeed, “Put off thy shoes, for the ground whereon thou standest is holy ground”—but, certainly, “Stop, my lad, clean your feet before you go in there.” And in the entry, a peg to hang his cap on, and a nice shelf to lay his folded coat on, of themselves, lead him unconsciously to run his fingers over his hair and smooth down his waistcoat before he enters the inner door. And when inside, the clean floor, the straight, polished stove-pipe, the pure, painted walls, the elegant desks and chairs upon their iron standards, the master’s finished table, and the master himself, with hair nicely combed, and coat carefully brushed, and boots lately polished, all fresh and polite and gentle and dignified—it is not possible for a boy to be rude and coarse and noisy and ill-tempered here. He involuntarily speaks in a softer voice, and moves with more care. The genius of the new house will insensibly possess him, the spirit of order, of propriety, of decency, of manliness, of goodness. Government here will be easier ; study will be pleasanter ; education, more efficient. The school-house will unite with the master to make a good school.

The influence of the school-house does not end with our school-days. It follows us into life ; while we remember any thing, we never forget the place where we first went to school—the play-ground of our childhood, the sports, the jests, the loves, the rivalries, the friendships, the contests, the companions, the masters, the lessons, the counsels, of our school-days. At the remembrance of the place what pictures rise to our view and are realized again ; how “our innocent, sweet, simple years” come back ! And how different the influences of these touching memories ; how much their character depends upon the house, the scene with which they are all associated, and which throws its own gloomy or cheerful colors over them ! How happy for us to be able to begin life in a green spot,—to take our first lessons in a lovely place,—to have our early recollections all bright and fragrant,—to start upon the voyage of life from a flowery nook of a beautiful shore !

“This fond attachment to the well-known place
Whence first we started into life’s long race,
Maintains its hold with such unfailling sway,
We feel it even in age, and at our latest day.”

A WORD TO YOUNG TEACHERS.

REPEATED observation has proved conclusively, that *too much ardor* is a common fault with young teachers, more particularly, perhaps with lady teachers. The young lady has looked forward through many years, to the era when she may be prepared to take charge of a school. The happy time has come, and her dearest wish is to be a *good* teacher,—to gain a *high* place. She engages in her duties eagerly—laying many fine plans, without even dreaming that she may not with resolution make them effectual. She must be a first, class teacher—nothing less will satisfy her ambition, and in her innocence, she deems that all is pending on her ‘first school;’ that will decide her reputation. So she commences, ardent and hopeful, and if the improvement of her pupils were proportionate to her ardor, in one short term they would pass almost from the alphabet to fluxions, or through what it has taken her many years to acquire. But very soon ardor becomes impatience because her scholars do not learn. She is anxious to see their improvement from day to day, and as she cannot, she tires of her employment, and perhaps abandons it after one or two terms, though she may have possessed all the elements of a good teacher save patience and perseverance. Now to such teachers we would say—Let your ardor be well tempered with patience, and perseverance be united with energy, remembering that it is steady, persevering effort that will ensure success. Look for the improvement of your pupils back through weeks, in some instances through months of time, if you would have it perceptible. The All-wise has so ordered that education enters the mind slowly, very slowly it seems to our short-sighted vision: but it is good that it should be thus. And oh! teach patiently, constantly, and the reward will certainly come. The improvement will be evident after many days.

Learn a lesson from the rain of heaven. The soil of the earth is dry and parched, but the sun’s rays are now absorbed, and the darkening clouds promise rain. But comes it down violently—at once? Oh, no. The shrouding mist first comes, then very small drops, so finely and gently that you can scarcely see that the dusty soil is even dampened; but look again after some hours—the surface is so thoroughly impregnated with moisture, that it will absorb large quantities of water—then heavy rains fall. So with the youthful mind. After much gently falling instruction it is prepared for deep draughts of knowledge.

Let your leading motive be, then, a sincere desire to benefit your

scholars. Seek for them the gentlest, plainest, pleasantest pathway up the rugged hill ; and be assured your reputation will not suffer in consequence. And be not discouraged though you may repeat the same to a school for forty-nine times ; at the fiftieth hearing it may be indelibly impressed. Will you then have labored in vain ?

Trim well your lamp of patience from day to day, and, by its true and constant light, you may effect a world of good, and win a desirable place in many hearts.

Do good for good's own sake—so that thou have a better praise, and reap a richer harvest of reward.—*Elmira Gazette*.

NOTES OF LESSONS.

THE STUDY OF READING LESSONS.

THE habit of careful study should, if possible, be formed in childhood or early youth, and to the teacher is entrusted, in a great degree, the responsibility of its formation. May it not be done in a way most pleasant to ourselves and to our pupils, and without interfering with the discharge of other duties ? Experience convinces me that it is possible ; and at the request of a friend, who has approved my plan and rejoiced in its success, I write a brief account of it, with the hope that it may prove of some benefit to others.

Before adopting it, I had often observed with regret, that the reading lessons were regarded by my pupils with little interest. They would come with bright, animated faces to their recitations in history, geography, grammar, and arithmetic ; but the appearance of the reading book was the signal for languor and restlessness. Especially was this the case when the lesson assigned had been read more than once. The charm of novelty was gone, and none other remained. They were often eager to leave it for one with which they were less familiar, while yet unable even to read the former with correct expression. For a long time I was greatly troubled by their indifference, and endeavored, in various ways, to give interest to the lesson ; gradually I was led to adopt the mode of procedure which I will presently describe.

The reading-book used by the more advanced of my pupils—girls from twelve to fifteen years of age—contains many excellent selections ; and from among these I chose a number which I deemed

worthy of careful study. I examined each one, and ascertained how much labor it would require to be able to give a grammatical analysis of the sentences, and express their meaning in other words; to explain the historical allusions; and to describe the people, places, and productions of foreign lands, when these were mentioned in the passages studied. Sometimes a single paragraph of a sketch or essay, or two or three stanzas of a poem, would require all the time we could devote to the exercise in one day; sometimes, we could easily and profitably take more; but always I endeavored to assign as nearly as possible that which would demand industry and effort, yet could be prepared without difficulty.

It was pleasant to see the eagerness with which they searched encyclopedias, gazetteers, and dictionaries, to answer their intelligent, thoughtful questions, and to give a clue to guide them out of their perplexities. The class which has recently left the school under my care, for one of a higher grade, entered with peculiar interest and delight into this kind of study; and to illustrate my plan more fully, I will, with your permission, bring them before you.

Imagine then a class of sixteen or eighteen girls, ready to begin their recitation, their reading-books open at a description of the river Nile. One of them reads as follows:—

“For many an hour have I stood upon the city-crowning citadel of Cairo, and gazed unweariedly upon the scene of matchless beauty and wonder that lay stretched beneath my view—cities and ruins of cities, palm forests and green savannas, gardens, and palaces, and groves of olive. On one side, the boundless desert with its pyramids; on the other, the land of Goshen, with its luxuriant plains, stretching far away to the horizon. Yet this is an exotic country. That river winding through its paradise, has brought it from far regions unknown to man. That strange and richly varied panorama has had a long voyage of it! Those quiet plains have tumbled down the cataracts: those demure gardens have flirted with the Isle of Flowers, five hundred miles away; and those very pyramids have floated down the waves of the Nile. In short, to speak chemically, that river is a solution of Ethiopia’s richest regions, and that vast country is merely a precipitate.”

After analyzing the sentences and defining the more important words, various questions are asked. For example: “Give some account of Cairo? What is a pyramid? Describe the Egyptian pyramids? What do you know of the land of Goshen? What is an exotic, and what is meant by an exotic land? In what form did those

plains come down the cataracts? Give us some account of the cataracts of the Nile. How were those vast pyramids floated down the river. 'In short, to speak chemically, that river is a solution of Ethiopia's richest regions, and that vast country is merely a precipitate.' Explain this sentence. What is it to speak *chemically*? What is a solution and a precipitate? Why is it correct to use such terms here?"

Another paragraph describes the annual inundation of the Nile:—

"The stream is economized within its channel until it reaches Egypt, when it spreads abroad over the vast valley. Then it is that the country presents the most striking of its Protean aspects; it becomes an archipelago, studded with green islands, and bounded only by the Libyan Hills and the purple range of the Mokattan Mountains. Every island is covered with a village or an antique temple, and shadowy with palm-trees, or acacia groves. Every city becomes a Venice, and the bazaars display their richest and gayest cloths and tapestries to the illuminations that are reflected from the streaming streets."

Many interesting questions are here suggested. "What are *Protean* aspects, and why so called? Where are the Libyan Hills and the Mokattan Mountains? Describe an Arab village—an ancient Egyptian temple—a palm-tree—an acacia. Give some account of Venice. How does every city become a Venice? What is a bazaar?"

We followed the study of "The Nile" with that of the poetical "Address to the Mummy in Belzoni's Exhibition." The manner of treating the first stanza will show the way in which the whole was studied.

"And thou hast walked about—how strange a story!
In Thebes' streets, three thousand years ago;
When the Memnonium was in all its glory,
And time had not begun to overthrow
Those temples, palaces, and piles stupendous,
Of which the very ruins are tremendous."

The class are asked if they know anything of the author of these lines and of the traveller Belzoni; and having stated such facts as they have been able to procure respecting them, one is called upon to explain the first words of the poem.

"And thou hast walked about." The writer speaks as if the mummy were actually before him, while writing. Do you think that this was the case? Lucy may answer.

"I suppose that he wrote the poem after returning from a visit to

the exhibition, but remembered so perfectly how it looked, that he seemed still to be where he could see it."

Has any one a different opinion? Maria, you may give yours.

"I think that he might have composed a part, at least, of the poem while at the exhibition, and then have written it after returning home."

"How strange a story!" Harriet may tell why it was strange.

"Bodies usually decay in a short time, but this body had lasted thousands of years, owing to its having been embalmed. It seemed very strange to look at it, and remember that so many years had passed away since it was alive, and yet it looked as it did when it used to walk through the streets of Thebes."

Alice, you may give some account of Thebes.

"Thebes was anciently the capital of Egypt. It is not known when it was founded, but the time of its greatest prosperity was, probably, when David and Solomon reigned in Judea. Its ruins are wonderful. They extend seven or eight miles on both sides of the Nile, from each bank to the enclosing mountains. The most remarkable are the temple of Karnac, the palace of Luxor, and the Memnonium. The mountains are pierced with tombs, many of which are richly adorned with paintings and sculptures."

The Memnonium is mentioned in the next line. Helen may tell us what she knows about it.

"The Memnonium was the temple-palace of Rhamses the Great. Its ruins show that it must have been a most beautiful specimen of architecture. There is in its grand hall a double row of pillars, crowned with capitals resembling the bell-shaped lotus flowers. These are very large and of a solid stone, but the light and graceful shape of the flower is perfectly imitated. In the outer court, the fragments of an immense statue lie around its pedestal. Once it must have weighed nearly nine hundred tons; and the head was so large that although several have been cut out of it, its size does not appear to have been lessened."

Emma may explain the next three lines.

"Time is here compared to a giant of such immense strength that he could throw down the magnificent palaces and temples that had been built with so much labor. But when the mummy was a living man, they were in all their splendor: Time had not even begun to destroy them."

It is proper for me to say, as I conclude, that I have no desire that such a study of reading lessons should take the place of practice

in elocution. I am aware that some time must be given to this alone; but the frequent or occasional study of reading lessons in this manner, will, I think, be attended with two advantages. Our pupils will read them far better, for they will have a more genial sympathy with the writer, and a more intelligent perception of his meaning. At the same time, they will form a habit which will be of indescribable benefit to them in after life—the habit of comparing different views and statements, of trying an author by the great eternal standard of Truth, and of earnestly questioning the Past, the Present, and the Future.

Massachusetts Teacher.

THE ANGEL OF PATIENCE.

BY JOHN G. WHITTIER.

To weary hearts, to mourning homes,
God's meekest angel gently comes;
No power has he to banish pain,
Or give us back our lost again;
And yet in tenderest love, our dear
And Heavenly Father sends him here.

There's quiet in that angel's glance,
There's rest in his still countenance;
He mocks no grief with idle cheer,
Nor wounds with words the mourner's ear;
But ills and woes he may not cure,
He kindly helps us to endure.

Angel of Patience! sent to calm
Our feverish brow with cooling balm;
To lay the storms of hope and fear,
And reconcile life's smile and tear;
And throbs of wounded pride to still,
And make our own our Father's will.

Oh thou, who mournest on thy way!
With longings for the close of day,
He walks with thee, that angel kind,
And gently whispers: "Be resigned!"
Bear up, bear on, the end shall tell,
The dear Lord ordereth all things well.

PLANT FLOWERS.

"WELL, that school-house looks twenty-five dollars better—altogether a more cheerful and comfortable house for our children." And what has wrought the transformation? What has added to its intrinsic worth? It is the same in its construction; no addition has been made to its physical proportions. It looks very much internally as it did many years since. That same two-paned window over the door, with a crevice in one corner, the work of some truant snowball. The same gray fence in front, upon which are some hieroglyphic characters whose language is the genius and indefinite emanations of some crude youthful intellect. The old step, with a piece split from one side, and worn by the 'droppings' of many a merry footfall, is still in its place. If you enter the house, you will find things very much as of yore. The same rows of desks, with here and there the carvings of some "Yankee blade;" the stove-pipe running the entire length of the room, suspended by a dozen stout wires; and the *master's desk*, in its silent eloquence, standing beneath the old white-faced clock. But there is an air of cheerfulness about the room, unknown to its earlier days. In front of the *master's desk* are two white shelves, upon which are vases, filled with the most beautiful flowers. The *morning glory*, peeping out amid the smiling family of Flora's household. The *daffodil* and *daisy*, the *tulip* and the *buttercup*, the bold crimson *peony* and the modest *violet*, blending their variegated colors, make altogether an object of peculiar interest to the lovers of the beautiful. But where is the extra twenty-five dollars? Whence this additional value? Why, about one year since the teacher planted a *morning glory* by the doorway. A few rose bushes were brought from a neighbor's garden and planted beneath the window. A row of pinks and daisies were set beside the walk. In a neglected corner was a circle of daffs and buttercups, and the spirit of beauty seemed whispering amid a happy, joyous group of children. The *morning glory* sprang up at the touch of the first spring shower, and soon was seen winding its tender vine around a string leading up beside the window. Some red, white and purple flowers made their appearance, and attracted the attention of many a happy girl and boy. The daisies and pinks were soon in blossom, and the great peony, that Mrs. A. gave the teacher, was soon seen in broad luxuriant bloom by the gateway.

Before June had clothed the meadows in their thick, green vesture, the rose tree under the window bore more than a score of bright

beautiful blossoms. Indeed, the inspiring breath of nature seemed to whisper encouraging words to the teacher's care for flowers. The rough, impetuous boy would stop and drop a word of admiration, as his eyes caught the phenomenon, and then stoop to tear up the weed that was choking the growth of the flower. What a beautiful text for a moral lesson. How simple, and how plainly similar the weeds of passion and lust are forever intercepting the growth of virtue. Every little girl had her own favorite flower. Some admired the daisy for its proverbial, its beautiful modesty, and almost stooped to listen to the sweet low words of "*innocence*" it seemed to breathe. Others delighted to gaze upon the sweet-scented pink, while the purity of affection seemed to glow still brighter.

Old Mrs. B. had frequently told the teacher, that the children were such careless creatures they would tear up all the flowers that might be planted around the school-house. "'Twas no use to try—only a waste of time." But the sequel proved that Mrs. B. misjudged for once. Not a flower was despoiled. New passions seemed awakened. The beautiful things of nature began to exercise a controlling influence over many a rough spirit. You would see a group of girls or boys out amid the flowers, after their lessons were repeated, searching for truant weeds, or watering the thirsty plants. And the privilege of doing this, proved a profitable incentive to study. Not unfrequently would the passer-by stop and lean against the fence and admire, for a moment, the beauty of these stranger *flowers* which had sprung up, as if by magic, in that barren place, the school-house yard. This was, then, not an unprofitable investment. It yielded more than a "hundred fold." Fellow-teacher, is there not a neglected waste corner in your school-house yard, where a flower would grow? Would not a *morning glory* flourish beside your door? Have you not a spare moment, in which it would be pleasant to turn your attention to the cultivation of flowers? Would it not be an agreeable manner in which to spend a recess, now and then, with your pupils? ' Communion with the beautiful is indeed desirable for our children. It refines the feelings, cultivates the affections, and reflects bright images upon the heart.

A child taught to love the beautiful things of nature, will earnestly inquire after nature's God. And to promote and direct this important inquiry, is the crowning work of education.

All systems of education, that do not regard *moral obligation* and *moral responsibility* as the corner stone, are most sadly deficient.

A *flower* will do what the *rod* can not accomplish. It may soften the obduracy of the heart, refine the dull mass of human affections. Then *plant flowers*. Plant them in early spring time. Plant them at every waste corner. Cultivate them with care, and you will soon hear their beautiful language echoed from youthful lips, their bright images glowing in youthful countenances, and an atmosphere of purity reigning all around.—*New York Teacher*.

A SIGNIFICANT FACT.

WE know a man who last summer hired four colts pastured on a farm some five miles distant. At least once in two weeks he got into a wagon and drove over to see how his juvenile horses fared. He made minute inquiries of the keeper as to their health, their watering, &c., and he himself examined the condition of the pasture, and when a dry season came on, made special arrangements to have a daily allowance of meal given to them, and he was careful to know that this was regularly supplied.

This man had four children attending school kept in a small building erected at the cross roads. Around this building on three sides is a space of land six feet wide; the fourth side is on a line with the street. There is not a shade tree in sight of the building. Of the interior we need not speak. We wish to state one fact only. This owner of those colts, and the father of those children, has never been in the school-house to inquire after the comfort, health, or mental food daily dealt out to his offspring. In the latter part of the summer we chanced to ask. "Who teaches your school?" His reply was, he did not know; he believed her name was Parker, *but he had no time to look after school matters.*—*American Agriculturalist*.

WALTER SCOTT.

WALTER SCOTT does not appear to have been the boy at school which some have stated. Once a boy in the same class was asked by the "dominie" what part of speech the word *with* was.

"A noun, sir," said the boy.

"You young blockhead," cried the pedagogue, "what example can you give of such a thing?"

"I can tell you, sir," interrupted Scott;—"you know there is a verse in the Bible which says, 'they bound Samson with *withs*.'"

OFFICIAL DEPARTMENT.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS.

NEW BRITAIN, May 20th, 1858.

COPIES of the Annual Report of the Superintendent of Common Schools, have been put in bundles to be forwarded to the different towns in the State by the members of the Legislature. Each package of Reports contains a number equal to the number of school visitors, as given in the Connecticut Register. The chairman of the board of visitors, or the acting visitor of each town, is requested to distribute the copies to the different members of the board.

Frequent inquiries are made at the Superintendent's office for copies of the school laws of 1856. The law was distributed by order of the legislature to the clerk of each district in the State, and no copies are left for distribution, except to new districts.

The enactments of last year relating to schools and the changes, if any, made by the General Assembly now in session, will be published in the Common School Journal, unless their publication and circulation is otherwise provided for by the General Assembly.

Circulars with inquiries, to be answered by school visitors, have been printed and will be handed to members of the legislature for delivery to the acting school visitor of each town. These circulars should be filled up and the inquiries answered by the acting visitor or chairman of the board, and sent to this office on or before the 31st day of October, 1858.

Most of the inquiries are similar to those upon the blanks for district committees, which were forwarded from this office in January last, and refer only to such facts as the school law (chap. 1, sec. 1) requires to be included in the committee's report. Other items can be obtained from the records of the board of visitors or from the town or school fund treasurer. As the reports of the district committees must be made to the board of visitors on or before the 30th day of September, there will be one month in which to make up the returns to the Superintendent.

The "full annual report of the condition of common schools" required by law "to be made to the Superintendent of Common Schools, on or before the first day of October, annually," is supposed to give an account of the condition of the common schools as observed by the school visitors in the discharge of their regular duties in the

several schools, and need not be delayed till the reports from the district committees are received.

I am aware that it will require some time and labor for the visitors to prepare these reports and answer the inquiries proposed, but I have endeavored, by furnishing forms and explanations, to facilitate the execution of this part of the law, and I hope the visitors of each town will endeavor to make their reports as full, and their answers to the inquiries on the printed sheets as complete as possible.

DAVID N. CAMP,

Superintendent of Common Schools.

Editorial Department.

DISTRICT COMMITTEES.

IN the management of school affairs the position occupied by the district committee is a very important one. Much of the success, or want of success, in the operations of a school, is directly or indirectly chargeable to the officers in question. The employment of a teacher, the general care of the school-house and grounds, the furnishing of books for poor children and the providing for all the necessary wants of the school, are among the duties intrusted to district committees. If, from indifference, or any other cause, an incompetent teacher is employed, the whole district will suffer; or if a good teacher is secured and left to teach in an inconvenient and ill repaired house, not only does he labor to great disadvantage, but the whole school suffers. But on the other hand, if these officers feel interested in their duties, how much can be accomplished by their well directed efforts. Good teachers can be employed, sustained, and cheered. The school-house can be made comfortable and attractive. The wants of the destitute can be supplied and an air of happiness and harmony can be made to prevail, in all particulars, and result in much good.

In order that the highest success may attend all operations of the school, it is very desirable and essential, that a good understanding and union of feeling exist between district committees, teachers and school visitors,—for though each party has its peculiar and appro-

priate duties, they are so connected with each other that any dereliction on the part of either is felt by the others. Under these circumstances it seems very desirable that there should be some bond of union and some medium of communication common to the several parties. We wish to make our Journal that bond and that medium. It is now sent to every acting school visitor and to many of the teachers. We wish, if possible, to induce every district committee and every teacher to become a subscriber,—not for our sake but for the good of our common cause. The Journal may be considered as the official organ of the State. It has an official department, in which the Superintendent, from time to time, gives such information and makes such decisions as it is important for all concerned in our schools to know,—and it will contain copies of all new educational acts that may be passed.

It will also give general information in relation to the progress of education and the improvement of schools.

We would, therefore, call the special attention of district committees to the importance of subscribing for the Connecticut Common School Journal, for the use of their respective districts. By having the Journals kept by the district, and bound annually, they will be accessible as occasion may require, for the purpose of gaining information which committees are frequently obliged to obtain elsewhere, and, often, very unsatisfactorily and at great inconvenience. Under these circumstances we trust that district committees will make a ready response to the appeal of our publisher. In return for their co-operation we will pledge the unwearied efforts of ourselves and our successors to make the Journal a welcome visitor and a valuable medium of communication. Shall this co-operation be received?

SCHOOL REPORTS.

We have on our table a large number of State, city and town reports of common Schools and will briefly notice as many as we can afford room for in our present number. We thank our friends for forwarding these reports, and shall have occasion to refer to them from time to time. We find in each of them much valuable information, many important statistical facts and numerous useful suggestions and hints. The circulation of such reports can not fail of producing beneficial results.

The Annual Report of the Superintendent of Common Schools of Connecticut.

This full and highly valuable report was presented to the General Assembly

at an early stage of the present session. It is a document of 237 pages and contains more complete returns from the several towns than were ever before presented to the public. We gather from it the following facts.

Number of districts in the State,	-	-	-	-	-	1,626
Number of public schools,	-	-	-	-	-	1,705
Number of children between 4 and 16,	-	-	-	-	-	100,731
Increase over previous year,	-	-	-	-	-	981
Number of male teachers in Winter,	-	-	-	-	-	911
" " " Summer,	-	-	-	-	-	152
Number of female teachers in Winter,	-	-	-	-	-	985
" " " Summer,	-	-	-	-	-	1,598
Average cost per pupil in public schools,	-	-	-	-	-	\$3.50
Average wages per month of male teachers, including board,	-	-	-	-	-	\$30.00
Average wages of female teachers,	-	-	-	-	-	\$16.00
Number of new school houses erected during the year,	-	-	-	-	-	64
Estimated cost of the same,	-	-	-	-	-	\$88,023

The topics which are clearly and forcibly presented in the Hon. Mr. Camp's Report are the following: "Condition of Common Schools; School Houses; School Laws; Rate Bills and Tuition; Teachers' Institutes; State Normal School; School Libraries; School Apparatus; Common School Journal; American Journal of Education; Educational Associations; Higher Education necessary; Moral Culture; Physical Education; Home Education as connected with the school; Means of Education."

In our next we shall endeavor to make some extracts from this interesting and valuable report. Its suggestions and recommendations, coming as they do from one whose life and energies have been devoted to the great interests of popular education, must commend themselves to the good judgment of all friends of education.

Twenty-First Annual Report of the Board of Education, together with the twenty-first Annual Report of the Secretary of the Board of Education, of Massachusetts.

This Report contains some 400 pages, and though quite voluminous we cannot discover any item which could be well omitted. The table of contents is as follows:

"Report of the Board of Education; Report of the visitors of the Normal Schools; Report of the Treasurer of the Board; Report of the Secretary of the Board; Abstract of School Committees' reports; Abstract of school returns."

Massachusetts maintains four Normal schools, which are represented to be in a flourishing condition.

The law requires each town and city to raise, by tax on property, at least \$1.50 per child between 5 and 15, as a condition of receiving a share of the income of the State School Fund. More than two-thirds of the towns have raised twice (or more) the amount required. The following is the amount appropriated by the several cities of Massachusetts for the education of every child between the ages of 5 and 15 years:

Lowell,	-	-	-	\$9.58	Cambridge,	-	-	-	\$8.82
Roxbury,	-	-	-	9.00	Boston,	-	-	-	8.

New Bedford,	-	-	-	\$3 55	Springfield,	-	-	-	\$6 64
Charlestown,	-	-	-	7.74	Worcester,	-	-	-	6.09
Lawrence,	-	-	-	7.68	Salem,	-	-	-	5 69
Lynn,	-	-	-	7.48	Newburyport,	-	-	-	4.45

Ex Gov. Boutwell, the Secretary of the Board, engages in the discharge of his official duties with a "zeal which is according to knowledge," and he labors with a degree of well directed enthusiasm which can not fail of accomplishing great good. As an earnest and judicious laborer, he fully secures the high reputation gained by his predecessors in office.

Fourth Annual Report of the State Commissioners of Common Schools to the General Assembly of Ohio.

In a document of 196 pages, Superintendent Smyth has condensed a vast amount of information bearing upon the condition of popular education in the State of Ohio. His views as presented in his own report are eminently sound and judicious, and he engages in his duties with an evident and strong desire to advance the educational interests of the State. From the tabular statements we learn the following :

Total number of male teachers,	-	-	-	-	-	10,189
" " female teachers,	-	-	-	-	-	8,684
being a total of 18,873 different teachers employed within the State during the year.						
Average wages per month, of males,	-	-	-	-	-	\$27.71
" " " females,	-	-	-	-	-	\$16.22
Number of school-houses erected in 1857,	-	-	-	-	-	570
Cost of these houses,	-	-	-	-	-	\$293,040
Number of school libraries,	-	-	-	-	-	5,831
Number of volumes in the same,	-	-	-	-	-	214,121

Pennsylvania Common Schools. Annual Report of the Superintendent for 1857.

While this report, containing nearly 500 pages, indicates that much has been done for the improvement of the schools of Pennsylvania, it also furnishes conclusive evidence that much remains to be done in order to secure an efficient and complete operation of the system. One of the chief obstacles in the way of the true elevation of the schools is the employment of incompetent teachers,—those who feel no interest in their work. Without good teachers there can be no good schools. As a conclusive evidence that unqualified teachers are employed we will give the following. The State Superintendent sent to each of the county Superintendents a list of questions to be answered. One of these related to the professional reading of the teachers, and was thus divided.

1. How many of the teachers have read educational works?
2. How many have not read such works?

We give the following answers from six different counties.

1. "Number who have read educational works, about 125; number who have not, 314."
2. Number who have read educational works, 42; number who have not, 71.
3. Number who have read educational works, 53; number who have not, 114.

4. Number who have read educational works, 50; number who have not, 76.
5. Number who have read educational works, 89; number who have not, 131.
6. Number who have read educational works, 37; number who have not, 79.

It will be found from the answers returned that a large majority of those who engage in teaching have not read any educational work! In many counties the Superintendents report an increasing attention to this subject.

The Hon. Henry C. Hicock is State Superintendent of Schools, and the interesting and full report before us gives evidence that he is working intelligently and zealously for the true progress of common school improvement, and if his measures and views are sustained, they will effect a most important change in the whole State. May he long labor and see rich fruits of his labors.

CLEVELAND, OHIO.—From a highly interesting report of the Board of Education and the report of the Superintendent of schools of Cleveland, we gather the following facts:—

The city maintains 2 High schools; 8 Grammar schools; 20 Intermediate schools; 32 Primary schools. In the support of these schools, with incidental expenses, the cost last year was \$45,474. The number of pupils enrolled during the last year was 5,750.

Each of the Grammar schools is furnished with the following books of reference:—Webster's Unabridged Dictionary, Smith's Classical Dictionary, Mansfield's American Education, Northend's Teacher and Parent, Page's Theory and Practice of Teaching, The World's Progress, Guyot's Earth and Man, Somerville's Physical Geography, Lippincott's Gazetteer of the World, Cyclopædia of American Biography, Cyclopædia of Useful Arts, Cyclopædia of Literature and the Fine Arts, Cyclopædia of Europe, Blake's Encyclopædia of Useful Knowledge, Encyclopædia Americana.

Andrew Freeze, Esq., is the Superintendent of Public Instruction, and his full and able report of the schools gives ample evidence of his zeal and efficiency.

The expenses of supporting the schools of the city during the last year was \$45,474, or about \$9.24 per scholar.

CINCINNATI.—Our thanks are due to A. J. Rickoff, Esq., Superintendent of the schools of Cincinnati, for the 28th Annual Report of the schools of the city. It is an able document, containing much valuable information. From it we learn that the average number of children in the schools during the last year was 11,221; number of teachers employed, 240; cost of supporting the schools \$143,088 or \$12.75 per pupil. A union library for the use of all the schools in the city contains 11,409 volumes and cost nearly \$10,000.

Mr. Rickoff devotes much space to a "*Course of study and system of instruction.*" He also treats ably of the following subjects: "Language;" "Writing and Drawing;" "Apparatus for Primary Schools;" "Methods pursued in the Higher grades;" "Physical Training."

CHICAGO.—From W. H. Wells, Esq., the indefatigable and efficient Superintendent of the schools of Chicago, we have received the 4th annual report of the schools of the city. It is a neatly printed pamphlet of 66 pp. and contains many excellent suggestions,—such as we should expect from one who has had

so extensive an experience in the work of education. He devotes much space to the consideration of the great evil of "irregular attendance" and ably portrays the disastrous effects of the same upon the schools.

The whole expense of supporting the schools during the last year was \$62,701, or \$5.81 for each of the 10,786 pupils enrolled. It will be seen that the pro rata amount is about one half as great as in the cities above reported. The reason is obvious to our own mind, when we consider the fact that in the cities of Cleveland and Cincinnati they employ a teacher for every fifty-one pupils in the grammar and primary schools, while in Chicago each teacher has seventy-eight under her care. A still greater saving of dollars and cents might be made if each teacher should be required to take charge of one hundred and fifty pupils, and if the chief object is to have the children taken care of at the least possible expense we would recommend that some three hundred be placed in one room under the control of a stalwart Irishman. Really, we consider it a species of oppression to place seventy-eight pupils under the charge of a female teacher for the sake of reducing the cost of education. It is barbarous for any city thus to do;—better to have no schools. But our friend Wells will, undoubtedly, put this matter right, for he knows what is right, and we are glad to see that he speaks freely on this point in his report. It is high time that not only in Chicago but elsewhere, female teachers be relieved from such oppressive burdens and be better rewarded for their arduous services.

SPRINGFIELD, MASS.—Our thanks are due to A. Parish, Esq., the well known and accomplished principal of the Springfield High School, for a copy of the annual report of the school committee of the city, from which we learn that the schools are in a very satisfactory condition. The high school, which has so long enjoyed the labors of Mr. Parish, is an ornament to the city and in all respects one of the best schools of New England.

There are in Springfield, 1 High School; 7 Grammar Schools; 8 Intermediate Schools; 23 Primary, and 7 mixed, with an average aggregate attendance of 1,521 pupils.

PLAINFIELD, CT.—We have received a full and well printed report of the schools of this town. It is an earnest and well written document, signed by Lucian Burleigh and B. J. Tillinghast, as acting visitors. After giving a particular account of the schools in each of the sixteen districts, the report discusses with much ability the subject of irregular attendance, and non-attendance upon our schools, text-books, graded schools, moral culture, &c. Its circulation in the several districts must do good.

Sixth Annual Report of the Board of Trustees of the State Reform School of Connecticut for 1858, together with the Reports of the Treasurer and Superintendent.

We tender our thanks to Dr. Hawley for this interesting Report. The various departments of this school are represented as in a satisfactory condition. Dr. Hawley devotes himself with the utmost fidelity to the discharge of the highly arduous and important duties devolved upon him, and exerts an excellent influence over the unfortunate youth committed to his charge. The pres-

ent number of inmates is 158. We observe a marked diminution in the number of commitments since the cost of support was made chargeable to the towns from which the lads came.

ITEMS AND NOTICES.

HIGH SCHOOL, HARTFORD.—It would be a difficult matter to find a school which, in thorough instruction and careful training, will excel that of the High school of Hartford, over which T. W. T. Curtis, Esq., has presided for several years. The recent annual examination is said to have been highly satisfactory. We have received copies of the several questions proposed, and any school which can undergo a satisfactory examination on such questions must be in a very excellent condition. A visit to Mr. Curtis' school will convince any one that the citizens of Hartford enjoy rare advantages for the advanced education of their youth. In our next we hope to speak of the other excellent schools of the city.

WINDHAM COUNTY.—The next meeting of the Windham County Teachers' Association will be held at DAYSVILLE on the 9th and 10th of July. Particulars in our next.

NEW LONDON.—We learn, with great pleasure, that Gen. WM. WILLIAMS, of Norwich, has recently given a lot of land to the city of New London for a public square. It is to be called the "Williams Park," in honor of the lamented son of the donor,—the late Thomas W. Williams, 2d,—whose enterprise and business talents contributed so much to the prosperity of the city. It will be a lasting and noble memorial, and multitudes, through all time, as they enjoy the benefits of "Williams Park" will have cause to remember with feelings of gratitude and respect both the name of him now no more and of the generous donor of the property. On the hearts of many of the youth of New London County is our esteemed and venerable friend making impressions which will be felt for good long after he shall have gone to his final reward. As we have known of his friendly visits and faithful and wholesome counsels to the pupils of the schools, we have ardently wished that others might be led to imitate his example and that of his divine master, and "go about doing good."

ART INSTITUTE.—We are glad to learn that the Hon. Henry Barnard, still untiring in his efforts to promote the progress of education in all its branches, has interested himself in the location of Miss Dwight's Art Institute in Hartford.

Miss D. brings for the benefit of all who avail themselves of her instructions the experience of many years devoted to the teaching and study of art. Those who have been under her training acknowledge the benefit of learning the principles and practice of art in such a way as to make them independent in their own skill. This we consider to be the true aim of all teaching—so to guide the scholar that in the course of study pursued he makes the subject his own. Unless this is accomplished, though he may boast of some facility either with the pen or the pencil, no real acquisition is made. We would direct the attention of our readers to the importance of the subject and the facilities now afforded for gaining a true knowledge of art while securing unflinching skill of hand. For particulars see advertisement in this number.

ENIGMA.—[We have received the following from a correspondent. It will do our readers no harm to strive for the answer. It is composed of five words, and we really think they contain valuable advice to teachers.—Ed.]

I am composed of 26 letters.

My 8, 12, 17, 14, 25, is a county in Alabama.

My 19, 25, 3, 4, is a county in Ohio.

My 20, 15, 24, 7, 14, is a county in Georgia.

My 10, 2, 14, 17, 13, is a county in Virginia.

My 11, 4, 23, 8, 7, 23, is a county in Illinois.

My 7, 10, 11, 4, 5, 5, is a county in Iowa.

My 15, 25, 14, 14, is a county in Missouri.

My 16, 25, 24, 8, 9, 8, 3, is a county in Indiana.

My 6, 22, 23, 21, 13, is a county in Michigan.

My 22, 26, 14, 1, 7, 23, is a county in New York.

The whole is my advice to every teacher.

M.

TEACHERS' INSTITUTES.—Two of the County Institutes were held during the month of April. That for Tolland county was held at Stafford Springs, and was attended by nearly 100 members. That for Middlesex county was held at Portland, and had upwards of 60 members. An excellent class of teachers attended these institutes, and the entire exercises were characterized by a very pleasant spirit, both on the part of the members and the citizens.

NATIONAL ASSOCIATION.—"The *National Teachers' Association*," which was organized in Philadelphia last August, will hold its next meeting at Cincinnati, Ohio, on the 11th of next August. As the Association is of a strictly professional character, composed only of teachers, school superintendents and editors of educational Journals, we trust it will receive that support from the profession which its true importance demands. We hope many of our teachers will find it convenient to be present at the coming meeting, which will be a highly interesting and important one.

AMERICAN INSTITUTE OF INSTRUCTION.—We are glad to learn that the next annual meeting of this venerable association is to be held in the beautiful city of Norwich, in this State, in August next. Let it not be forgotten. Particulars in our next.

STATE ASSOCIATION. The annual meeting of this Association will be held in Stamford, on Wednesday, Thursday and Friday, the 2d, 3d and 4th of June.

WEDNESDAY.—A Lecture will be given in Concert Hall, at 7½ P. M., by *D. C. Gilman, Esq.*, Chairman of the Board of School Visitors, New Haven.

THURSDAY.—The Association will meet at 9 A. M., to hear reports from Schools in different parts of the State. At 3½ P. M., a lecture will be delivered by *Prof. Samuel Eliott, A. M.*, of Trinity College, Hartford. Subject of the lecture, "The Early Scholars of America." The evening session will be occupied by a lecture from *S. B. Calthrop, A. M.*, of Bridgeport, formerly of Trinity College, Cambridge, England. Subject, "Physical Development in its Relations to Mental and Spiritual Development." After the lecture an opportunity

will be offered for the discussion of topics suggested by the lecture, or others that may be presented.

FRIDAY.—At 9 A. M., Association will proceed to the choice of officers for the ensuing year, and also appoint an editor for the Common School Journal. The remainder of the morning session will be occupied in hearing reports from schools in various parts of the State. At 3 P. M., a lecture by *Hon. John D. Philbrick*, superintendent of public schools, Boston, Mass. Subject, "Moral Education." The evening lecture will be given by *Hon. G. H. Hollister*, of Litchfield. Subject, "Common School Education." The remainder of the evening will be devoted to remarks and short addresses upon the general subject of schools and Common School Education.

The citizens of Stamford will provide accommodations, free of expense, for ladies who may attend. Arrangements have been made with the proprietors of the hotels to furnish a home for gentlemen attending the meeting of the association, at reduced rates.

The Directors of the State Teachers' Association are happy to express their obligations to the N. Y. & N. H., the N. H., H. and S., the N. H. & N. L., the Norwalk and Danbury, the Housatonic, the Naugatuck, the Canal, and the New London, Willimantic and Palmer Railroads, for their liberality in furnishing *free return tickets*, to persons attending this meeting of the Association.

EMORY F. STRONG, *Sec'y.*

NEW HAVEN.—Through the courtesy of D. C. GILMAN, Esq., the efficient Superintendent of schools in the "Elm City," we have received a copy of the "Regulations for the Public Schools" of the city, as recently revised by the board of education. These regulations seem to us quite to the point, and, with a single exception, such as we heartily approve. The schools of New Haven already sustain a high rank, and the committee seem determined that nothing shall be left undone by them which shall tend to their continued improvement. The recent examination of the grammar and intermediate schools was conducted in writing, and the results, though widely differing, were said to be generally satisfactory. With judicious and discriminating examiners we consider this an excellent mode for ascertaining the condition of schools, and yet the results of such a mode of examining, alone, should not be taken as an unfailing index of the teacher's qualifications or efforts. There are many modifying circumstances which will be considered by intelligent committees.

But while we congratulate the citizens of New Haven, for the excellent schools they now have, we cannot but express our astonishment in learning, as we do, that there are many hundreds of children debarred the privileges of the common schools from the want of suitable accommodations. We can not believe that, if this fact is fairly presented to the minds of the people, they will allow another year to pass without providing ample and convenient accommodations for every child who may wish to avail himself of the superior advantages to be found in well managed public schools. A sense of duty to the young, no less than the just use of the public money, seems, imperatively to demand more extensive school accommodations.

BOOKS FOR SCHOOL LIBRARIES.

Hollister's History of Connecticut.—As many districts are about to establish school libraries, or add to those already established, we desire to call especial attention to the importance of placing the excellent history of Mr. Hollister where it may be accessible to our youth and to the people. It is certainly very desirable that pupils in our schools gain a knowledge of the history of their own State. These volumes of Mr. Hollister are not only richly worthy of a place in every district library, but a sense of justice would seem to demand that they be placed there. The labor of preparing these volumes must have been immense, and, to a very great extent, a labor of love.

The work is an honor to the talented author and a credit to the State. The volumes are so full of information, and that so pleasantly and happily expressed, that they are sure to interest while they instruct. We hope the day is not distant when every district of the State shall have a copy of this history; indeed, it should be in every house.

MATHEMATICAL MONTHLY.—We have received from J. D. Runkle, Esq., of the Nautical Almanac office, Cambridge, Mass., a circular proposing the publication of a monthly Journal to be devoted to mathematical science. The plan seems to us a good one, and we feel that such a Journal will command an extensive patronage. The specimen pages we have received are beautifully printed and make an attractive appearance.

We have received from Fowler and Wells, of New York, "The Garden," or "A Manual of Horticulture," a neat little work of 164 pages. It will be sent by mail, postage paid, to any part of the country, on receipt of 30 cents, paper binding, or 50 cents in cloth. It is a valuable book and worth many times its cost to any person who has a garden.

The same firm publishes some excellent and useful books entitled "How to write," "How to talk," and "How to do business." Send for them and you will get your "money's worth."

THE AIMWELL STORIES.—We recently commended these pleasant volumes for school libraries. Having examined them more carefully, we would still more strongly commend them as among the very best and most interesting volumes prepared for the young. They are written in an admirable style, convey much information and breathe a wholesome and decided moral influence. There are five volumes of 320 pages each, and they are published by Messrs. Gould and Lincoln, of Boston, in a very attractive style.